Really Good Stuff® **Activity Guide**

Common Core Resource Folders - Fourth Grade

This Really Good Stuff® product includes:
- 12 **Common Core Resource Folders - Fourth Grade**
- This Really Good Stuff® Activity Guide

Congratulations on your purchase of this Really Good Stuff® **Common Core Resource Folders-Fourth Grade**—a set of two-pocket folders that provide a convenient Common Core Standards reference for fourth grade students.

Meeting Common Core State Standards

This Really Good Stuff® **Common Core Resource Folders-Fourth Grade** is aligned with the following Common Core State Standards for English Language Arts and Mathematics:

Phonics and Word Recognition

RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.4.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (for example, roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Text Type and Purposes

W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Production and Distribution of Writing

W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Conventions of Standard English

L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.4.1a Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).

L.4.1b Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.

L.4.1c Use modal auxiliaries (for example, *can, may, must*) to convey various conditions.

L.4.1e Form and use prepositional phrases.

L.4.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

L.4.1g Correctly use frequently confused words (for example, *to, too, two; there, their*).

L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.4.2a Use correct capitalization.

L.4.2b Use commas and quotation marks to mark direct speech and quotations from a text.

L.4.2c Use a comma before a coordinating conjunction in a compound sentence.

Knowledge of Language

L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.4.3a Choose words and phrases to convey ideas precisely.

L.4.3b Choose punctuation for effect.

Vocabulary Acquisition and Use

L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.4.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (for example, *telegraph, photograph, autograph*).

L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.4.5a Explain the meaning of simple similes and metaphors (for example, *as pretty as a picture*) in context.

L.4.5b Recognize and explain the meaning of common idioms, adages, and proverbs.

L.4.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Operations and Algebraic Thinking

4.4 Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1– 100 is prime or composite.

Number and Operations in Base Ten

4.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.

4.3 Use place value understanding to round multi-digit whole numbers to any place.

All activity guides can be found online.

Common Core Resource Folders - Fourth Grade

4.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Number and Operations—Fractions

4.1 Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

4.2 Compare two fractions with different numerators and different denominators, for example, by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, for example, by using a visual fraction model.

4.3 Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.

4.3a Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.

4.3b Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, for example, by using a visual fraction model. *Examples: 3/8 = 1/8 + 1/8 + 1/8; 3/8 = 1/8 + 2/8; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8.*

4.3c Add and subtract mixed numbers with like denominators, for example, by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.

4.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. *For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100.*

4.6 Use decimal notation for fractions with denominators 10 or 100. *For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.*

4.7 Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, for example, by using a visual model.

Measurement and Data

4.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. *For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), . . .*

4.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems. *For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.*

4.5 Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement.

4.5a An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure angles.

Geometry

4.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

4.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.

4.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.